

IMPACT OF PREMARITAL COUNSELING ON MARRIAGE ROLE EXPECTATIONS
OF
SINGLE SOLDIERS, AGES EIGHTEEN TO TWENTY-ONE

A Research Paper
Presented to the Faculty of
The United States Army Chaplain Center and School

In Partial Fulfillment
of the Requirements for Graduation

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March 1975

FOREWORD

This research paper is submitted in partial fulfillment of the writing requirements for C-22 students at the United States Army Chaplain Center and School. It is an account of original experimental research conducted by the writer to determine the impact of premarital counseling on the marriage role expectations of single soldiers, ages eighteen to twenty-one. The research was conducted and the paper written to fulfill a Master's Seminar requirement for the University of Southern California.

The writing guide chosen for use in this paper is Form and Style in Thesis Writing by William Giles Campbell.

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CHAPTER I

THE PROBLEM

Introduction

During the past ten years there has been an increasing amount of marital discord and a subsequent breakdown of family life in the American society. This is particularly true of marriages in which one or both partners were less than twenty-one years old when they married. Cosneck states that "the divorce rate for couples who are under age 21 when they marry is much higher than for those marrying later."¹ The State of California, recognizing the failure rate of couples marrying at a young age, requires that persons under the age of eighteen applying for a marriage license must present to court authorities a certificate of attendance at premarital counseling conducted by a state approved counselor.²

The researcher, a chaplain in the United States Army for over seven years, has become aware of an increasing amount of marital discord in military couples who married at a young age. From March 1971 until April 1974 the researcher counseled 149 different couples experiencing problems in their marriage. One hundred and twenty-two or

¹Bernard J. Cosneck, "Marriage: For Adults Only," The Christian Home, (March, 1974), 14.

²Helen Schorick, "Premarital Counseling in California," Health Services Report, 87, (April, 1972), 304.

eighty-two percent of these couples were married prior to one or both partner's twenty-second birthday.

Investigation into the counseling records revealed the most prevalent problem in these marriages to be the absence of any clear role expectations on the part of one or both partners. Many of the individuals were not certain of what was expected of them as husband or wife and had no clear definition of what they expected of their partner.

Observation of everyday living, experience in marriage counseling, and research indicate that marriage role interpretations and expectations are more directly related to the probability of success in marriage that has been previously recognized. In the midst of rapid cultural changes influencing traditional values, and new model of marriage being forged by counter-culture groups, there is an increasing need for young couples entering the marriage relationship to have a clearer understanding of their marriage role expectations.

The definition, clarification, and discussion of marriage role expectations in premarital counseling can assist a couple planning marriage to develop insight and to acquire inter-personal skills in selecting and coordinating realistic marriage roles that will provide a mutually satisfying family life.

Military couples who marry at a young age are susceptible to marital conflict and subsequent family breakdowns. A program of effective premarital counseling must be undertaken to provide the foundation for a more stable, satisfying marriage relationship if such problems are to be prevented.

Statement of Problem

The purpose of this study is to determine the impact of premarital counseling on marriage role expectations of single soldiers, age eighteen to twenty-one, stationed at an Army installation in Germany.

Importance of Study

The information gained as a result of this study will serve as the basis for formulation of a premarital counseling program to be used by the researcher. Results of the research could provide a foundation for improving premarital counseling for all young, single persons desiring to marry while a member of the United States Army, Europe command.

Significant impact could be made on the Army community around the world if such premarital counseling were available on an Army-wide basis for all persons preparing for marriage.

Delimitations of Study

1. Participation in the study will be delimited to a group of forty persons, evenly divided into an experimental group and a control group.
2. The study will involve only males. This delimitation will be of value in determining the validity of conducting premarital counseling with only one of the prospective marriage partners.
3. Research is confined to Army personnel assigned to one United States Army base in Germany.
4. Research will be conducted over a forty-five day period.

Limiting Factors

There will be no possibility of follow-up with those persons involved in the research. Ideally, such study could be done with persons with whom contact could be continued over a period of several years of married life.

Procedure

Commanders of the units to be involved in the research will be contacted for approval of the proposed project. The initial contact will be made by letters to the commanders explaining the purpose of the study and requesting approval to conduct the research.

Selection of the testing instrument will be made from a variety of commercially published inventories.

Literature related to the problem will be perused with emphasis on that relating to concepts and methodology of premarital counseling.

Random selection of participants will be through use of unit rosters, selecting individuals who are unmarried and between the ages of eighteen and twenty-one. A total of forty persons will be selected. A second random selection will divide the group into experimental and control groups of twenty persons each.

The researcher will administer a pre-test to both the control and experimental groups using the testing instrument chosen.

The researcher will conduct an eight-hour block of group counseling with the experimental group. The counseling emphasis will be on role expectations in the areas of authority in the home, home-making, care of children, personal characteristics, social participation,

education and employment and support. These subjects are those most frequently mentioned as problems areas in role expectations by couples experiencing marital difficulty. The counseling will be conducted by the researcher and will provide opportunity for feedback and questioning by the participants. Various group counseling techniques will be used in the experimental group.

The experimental and control groups will be administered a post-test using the same inventory instrument and the results will be compared with those of the pretest. The findings will be evaluated, conclusions will be drawn, and recommendations will be made on the basis of the research.

Hypotheses

1. Premarital counseling will have significant impact on the marriage role expectations of single soldiers, ages eighteen to twenty-one.
2. The receptiveness of the single soldier to change in his marriage role expectations will be in ratio to his educational background, with more education making the person more open to change.
3. A marriage role expectations inventory is an effective tool in premarital counseling, providing the counselor and prospective marriage partners insight into areas of potential marital discord.

Definitions

For the purposes of this study, premarital counseling and premarital instruction will be synonymous and will be defined as a period of not less than eight hours in which a counselor assists prospective

male marriage partners in understanding the concept of role expectations as a determinant of behavior.

Organization of Study

Chapter Two will present a review of literature concerning pre-marital counseling and marriage role expectations.

Chapter Three will detail the exact procedures used in conducting the research.

Chapter Four will state the finding and analysis of the study.

Chapter Five will present the summary, the conclusions and make recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

A review of literature indicates a growing problem of marital discord in the lives of couples who have married at a young age. Research indicates that the divorce rate of couples who marry prior to age twenty-one ranges between two and four times greater than the rate for couples who marry at a later age. In addition, interviews with couples who are married prior to age twenty-one indicated that one-third to one-half regretted having married so young.³

The subject of early marriage is a highly complex one, complicated even further when there is incompatibility in backgrounds, educational attainments, social class standing, life styles, major interests, and social values and attitudes. According to current information available, an early marriage will have the poorest chance of success if the girl is under eighteen, the boy under twenty; if they are high school dropouts; if the girl is pregnant; if they have been acquainted less than six months; if their parents are strongly opposed to the marriage; if they have little money available to them; or if they are immature and poorly adjusted socially.⁴

Young couples often consider marriage to be some form of therapy

³David R. Mace, Youth Considers Marriage (Camden: Thomas Nelson and Sons, 1967), p. 68.

⁴Lee Burchinal, "Trends and Prospects for Young Marriages in the United States," Journal of Marriage and the Family, (May, 1965), 129.

which will solve all their problems. They enter the marriage relationship believing marriage to be a magic door through which one enters as one personality to emerge the next morning a new and better personality. Marriage, however, does not solve problems caused by personality factors; it is not therapy. The more emotional maturity a couple has when marrying, the better the chances are that the marriage might succeed.⁵

The character of the modern American family has been drastically changed from that of twenty or even ten years ago. Industrialization has brought about great improvements in material living for a majority of the population. There has been a move toward the emancipation of women--economically, socially, and politically--resulting in the employment of greater numbers of wives outside the home. Industrialization has heightened the trend toward urbanization of the growing population. The United States Census Bureau reports that the rate of growth for metropolitan areas is now four times as great as that for non-metropolitan areas. Concomitant with urbanization has been a trend toward suburbanization encouraged by higher incomes, improved transportation and the decentralization of industry.⁶

These trends have produced a highly mobile American family which is no longer dependent on a particular home, a special piece of property, a familiar and closebound community. It is no longer rooted in the

⁵Cosneck, op. cit., p. 13.

⁶National Council of Churches, Current Problems in American Family Life (Christian Families in Today's World. New York: National Council of Churches, 1961), p. 9.

comfortable, established social patterns of a town where many of the inhabitants are members of the immediate or extended family. Families must be mobile in order to adapt to the economy. In former years a young couple who married would probably remain near one or both of their parents, and a degree of emotional support could be derived from this continuing relationship. It is much less probable, in this day of high mobility, that the couple would have this additional support. The absence of this emotional support makes it more imperative that the couple achieve a higher degree of emotional maturity prior to marriage.⁷

The potential problems associated with couples marrying at a young age are compounded when viewing the military community. A survey conducted by Ladycom, "the magazine serving military ladies around the world," points to some potential problem areas. The eighty-five question survey, printed in the October, 1973, issue of Ladycom invited readers to respond to questions as well as make additional comments. When analyzing the statistics it should be kept in mind that they are based on the attitudes and opinions of military women who read the October, 1973, issue of Ladycom, and who completed and returned a questionnaire.

Four thousand five hundred questionnaires were returned with 72.6 percent of the responses coming from women less than thirty-five years of age and 27.4 percent coming from women over the age of thirty-five. Wives of enlisted men comprised 61.8 percent of the respondents and

⁷Ibid., p. 14.

38.2 percent were wives of officers.⁸

Thirty-three percent of the respondents were married before the age of nineteen, and of those married to enlisted men, 46.5 percent were married before they were nineteen.⁹ These statistics indicate the extent of the potential marital problems in the military community when viewed in respect to Mace's research.¹⁰

The high mobility rate of military families is indicated by the questionnaire statistics which show that fifty-four percent of the respondents had been married less than ten years and 44.7 percent had moved at least three times but less than eight times. At least eight family moves had been made by 38.6 percent of the respondents.¹¹ This high mobility rate gives little opportunity for young couples to derive any emotional support from their families and places them in a family situation requiring mature judgment and action in their decisions.

Marital counseling case histories maintained by the researcher indicate a profile of the typical couple seeking the assistance of the researcher due to marital discord include the following factors. The couple married when the husband was twenty years of age and the wife nineteen years of age. They have two children and have been married for five years during which time they have moved three times. They

⁸"Mili-Wife Questionnaire Results," Ladycom, (April, 1974), 7.

⁹Ibid., p. 8.

¹⁰Mace, op. cit., p. 68.

¹¹Ladycom, op.cit., p. 8.

first experienced problems in their marital relationship within six months after the wedding and have continued a pattern of conflict without seeking professional assistance.

The crisis which led to their seeking professional assistance was a culmination of personality clashes and disagreements and arguments concerning finances and family living. They disagreed over the role each would have in disciplining the children, running the home and participating in social activities.

Ninety-two percent of the 149 couples seeking marital counseling from the researcher from March 1971 to April 1974 had not undergone any program of premarital counseling. The majority of the couples stated they had never been able to communicate without disagreement about the role expectations of one another and that some premarital counseling would have been helpful in creating and maintaining a more mature marital relationship.

Premarital counseling programs are receiving increased emphasis by many religious, social and judicial groups. The State of California in 1970 became the first and only state in the United States to require premarital counseling for teenagers under eighteen before a marriage license can be issued. The Los Angeles County Health Department has developed a premarital counseling program as a part of its health delivery system.

The Los Angeles County premarital counseling model calls for "Primary prevention (that is, for measures such as inoculations to prevent disease); for secondary prevention through casefinding, diagnosis,

and treatment; for for tertiary prevention, which is largely concerned with rehabilitation."¹²

The primary prevention program includes discussion of family life, budget management, education in sex and family planning and recreation. Individuals identified through casefinding as being in need of assistance are referred to various facilities within the health department. Rehabilitation is concerned with people who require a specific service.

The Los Angeles model defines premarital counseling as:

Anticipatory guidance on the problems that all couples face: the stresses and strains of a boy and girl learning to live together, the importance of communication between them, the sharing of feelings,¹³ and the changes in their life styles that marriage invokes.¹³

The model calls for three counseling sessions with the couple. The counselor, during the first session, sees the couple together and discusses their rationale for marriage as well as investigates their plans for work, school, and living arrangements. The counselor assesses the couple's ego strengths, their patterns of communicating with one another, and mutual feelings for one another.

The couple is interviewed individually during the second session and their individual weaknesses and strengths are assessed in greater depth. The findings are discussed with the couple--emphasizing the importance of communication and honesty between them.

The couple and their parents meet with the counselor in the third

¹²Schonick, op.cit., p. 306.

¹³Ibid.,

session. The couple's plan for living arrangements and their plans for the future are reviewed. Many parents have expressed their gratitude for being included in the sessions and have expressed the wish that such counseling had been available to them at the time of their marriage.¹⁴

The primary focus of the Los Angeles County program is education and is designed to teach attitudes and behavior. The counselor is particularly aware that in today's world, with its rapid change of morals and life styles, confusion abounds in what one might expect of marriage. The program is designed to assist the couple in defining their marriage role expectations and to reduce some of the anxiety inherent in early marriages and ease the strains that lead to early divorce and breakup of the family unit. The program is "preventive health geared toward a specific high-risk population--the teenager."¹⁵

The American Institute of Family Relations, a non-profit educational, counseling and research organization in Los Angeles, defines its premarital counseling program:

A personal service adapted to the needs of the individual. It usually involves a study of the couple's personalities, temperaments, and emotional attitudes which are important in marriage adjustments; a study of their personal and family histories to discover the factors that may affect the success of the marriage; and a study of their educational needs in relation to adjustment in marriage, sex, and financial matters.¹⁶

¹⁴Ibid., p. 307.

¹⁵Ibid., p. 310.

¹⁶Popenoe, Paul, The American Institute of Family Relations, 1971.

The marriage role expectations of prospective marriage partners were stressed in an experimental premarital counseling program at Virginia Commonwealth University. At the end of a one month trail period, eleven of twelve couples who participated in the program positively evaluated the need for such a premarital service. Recommendations in the study included that a university counseling center should provide premarital counseling service.¹⁷

The value of an attitude scale for premarital counseling use was determined in one research project supported by The Pennsylvania State University. The Premarital Attitude Scale (PMAS) was used as a diagnostic tool and as a measure of attitude change of students enrolled in a three semester hour, upper division course in marriage and the family. A change in the attitudes of the experimental group, enrolled in the course, was found to be significant on thirty of the forty-eight test items while the attitudes of the control group, who did not receive the instruction, changed significantly on only fourteen of the items, and on three of these items the change was toward the less desired attitude.¹⁸

Glendening and Wilson report that a series of premarital counseling programs for West Point cadets and their fiancées conducted as

¹⁷Mark E. Meadows and Jaci F. Taplin, "Premarital Counseling With College Students: A Promising Triad," Journal of Counseling Psychology, XVII (November, 1970), 516.

¹⁸David O. Olson and Arthur E. Gravatt, "Attitude Change in a Functional Marriage Course," The Family Coordinator, (April, 1968), 99.

group premarital counseling were beneficial because the couples gave each other strength and mutual support and stimulated each other's thinking. It was the opinion of the researchers in that study that the group premarital sessions were a significant improvement over more traditional approaches to premarital counseling.¹⁹

Cosneck's study, "Marriage: For Adults Only," recommends that premarital counseling include ten hours of counseling with emphasis on interpersonal problems in marriage, the effects of children on families, and the transition from roles of husband-wife to father-mother. Such counseling would be required for all couples where either of the prospective marriage partners is less than twenty-two years of age.²⁰

A program of premarital counseling recommended by the National Council of Churches would require a certificate of counseling "when males are eighteen through twenty, females sixteen through eighteen, licenses granted only after interviews by counselor with applicants and with their parents or guardians; and in case of parental opposition, certification must state counselor's reasons for recommending license."²¹ In addition, when the males are under eighteen and females under age sixteen, marriage licenses would be granted only after counseling with applicants and their parents or guardians, and only if the parents or guardians gave written consent.

¹⁹Susan E. Glendering and A. John Wilson, III, "Experiments in Group Premarital Counseling," Social Casework, 53,9 (November, 1972), pp. 551-562.

²⁰Cosneck, op. cit., p. 14.

²¹National Council, op.cit., p.38.

A summary of the literature indicates the divorce rate for couples who marry at a young age is much higher than for those marrying at a later age. The military community has a high percentage of couples married at a young age and thus has a relatively high potential for marital discord. Few formal premarital counseling programs have been adopted by religious or social agencies but recommendations for such programs have been made. Such programs, with sensitive attention to purpose in education, could become strong influences for more stable marriages.

CHAPTER III

PROCEDURE

The research model for this study was experimental in nature and was designed to investigate the impact of premarital counseling on marriage role expectations of single soldiers, ages eighteen through twenty-one. The strategy of the study required selection of an experimental group and a control group, administration of a pretest to both groups, exposure of the experimental group to the counseling program, and administration of a post-test to each group to determine the amount of impact of the counseling program.

The researcher sought approval to conduct the research within two battalion size United States Army units stationed at one military post in Germany by sending letters to each of the two commanders of the units involved. (Appendix A) The letter explained the purpose of the research project, outlined the number of personnel involved, and requested approval of the project and assistance in dissemination of information concerning the study to the units' subordinate commanders.

Letters of approval for the research were received from the two commanders within five days assuring the researcher of the subordinate commanders' support in providing the personnel required. (Appendix B) The researcher explained the research project in detail to the nine subordinate commanders.

The subjects were United States Army personnel assigned to one military post in Germany. The variables of marital status and sex were closely controlled by choosing only unmarried, male personnel to

participate in the study. The variables of age and education were controlled through randomization of selection and assignment of the subjects. Selection of the subjects was accomplished through use of unit rosters by first determining those soldiers who met the marital and age qualifications and then randomly selecting each fifth individual until a total of forty had been selected. The forty names were then further randomized in assignment to the control and experimental groups.

The Inventory instrument selected for the testing was the "Marriage Role Expectation Inventory, Form M," written by Marie S. Dunn, and published by Family Life Publications, Incorporated. (Appendix C) The "Marriage Role Expectation Inventory, Form M," will hereafter be referred to as the 'Inventory.' The Inventory is published as an aid to assist counselees "prepare for marriage by family living by recording, evaluating, and comparing what is expected of the self and of a marriage partner in seven areas of behavior."²² These seven areas of behavior are authority, homemaking, care of children, personal characteristics, social participation, education, and employment and support.²³

The Inventory consists of seventy-one items, thirty-four of which require the respondent to indicate in terms of agreement, uncertainty, or disagreement with statements concerning marital behavior and attitudes indicative of a companionship-equilitarian relationship to a marriage

²²Marie S. Dunn, Teacher's and Counselor's Guide (Saluda: Family Life Publications, 1961), p. 2.

²³Ibid.

partner. The remaining thirty-seven items require response in terms of agreement, uncertainty or disagreement with statements indicating traditional-patriarchal marriage relationships.

The validity and reliability of the Inventory were not determined by the researcher in a pilot test. The author of the Inventory used the Likert Method of Summated Ratings to construct the instrument. Unstructured responses from adolescents concerning role expectations furnished the original items. "Conceptual definitions of traditional and equalitarian roles, criteria used in formulating and editing statements, and consensus of judges known to be familiar with the concepts, served as controls to limit and define the nature of the statements included."²⁴ The final items for each of the seven behavioral areas were selected in terms of the degree to which they differentiated between the extreme groups on the various measures. No statement was used in the Inventory that failed to discriminate at the five percent or higher level of confidence. A split-half correlation coefficient computed on scores of fifty respondents on the odd-numbered and on the even-numbered statements demonstrates the reliability of the seventy-one item Inventory. The coefficient of .95, corrected by the Spearman-Brown formula to .975, compares favorably with those reported in the literature for attitude scales developed by the method of summated ratings.²⁵

The Inventory, with accompanying cover letter, (Appendix D) was

²⁴Ibid., p.7.

²⁵Ibid.

administered to the control group at eight o'clock in the morning on 23 April 1974, in a classroom situation. The pretest was administered to the experimental group, under similar conditions, on 24 April 1974.

The experimental group and the researcher, on 1 May 1974, began a series of four two-hour weekly counseling sessions. The content of the counseling was based on the seven behavioral areas stressed by the Inventory and was designed to provide maximum opportunity to verbalize feelings and attitudes. Lesson plans of the four counseling sessions are included as Appendices E through H. The counseling material was the one variable manipulated by the researcher.

One week following the completion of the counseling program, on 28 May 1974, the researcher administered the Inventory as a post-test to the control group. The experimental group was administered the post-test by the researcher on 29 May 1974.

Raw scores for the Inventory, pretest and post-test for the control and experimental groups, were assigned numerical value using the Likert Scale, placing the value of 'one' to the least correct answer and the value of 'five' to the most correct answer, according to the scoring key for the Inventory. (Appendix I) The arithmetic mean for each group's pretest and post-test scores was calculated on the whole Inventory. Then the arithmetic mean was computed for the seven separate areas of behavior tested by the Inventory and the results compared for the purpose of determining the impact of the counseling on marriage role expectations. A further comparison was made by dividing the control and experimental groups into two groups each, one group composed of those

persons who had completed less than a high school education and the second group composed of those who had completed a high school education or college level study.

CHAPTER IV

FINDINGS

The mean scores, standard deviations, and correlation coefficients of the control and experimental groups were calculated to determine whether there were any significant differences in the two groups when compared as a whole on the complete Inventory. The mean scores based on the seven separate behavioral areas tested by the Inventory were computed; a further computation of mean scores followed, based on the educational level attained by those participating in the study. Information gained from each of the computations is given in Tables I through XII.

Table I

The mean scores, standard deviations, correlation coefficients, and percentage of loss or gain in the means scores between the pretest and post-test for the experimental and control groups are contained in Table I. This data was determined concerning the Inventory as a whole and indicates a positive change of .80 percent in the mean score of the control group between the pretest and post-test. A greater positive change of 6.83 percent occurred in the experimental group. There was a negative change of .212 in the standard deviation between the two tests in the control group and a positive change of 1.406 in the experimental group. The correlation coefficient between the two tests differed .03 in the control group and .18 in the experimental group.

TABLE I

MEAN SCORES, STANDARD DEVIATIONS, CORRELATION COEFFICIENTS,
AND CHANGES BETWEEN PRETEST AND POST-TEST

Group	MS			SD			CC		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
Control	3.75	3.78	+ .03%	22.814	22.602	.212	.82	.79	.03
Experimental	3.66	3.91	+6.83%	18.486	19.892	1.406	.76	.94	.18

Table II

The behavioral area of authority is considered in Table II. There are eleven questions in the Inventory which relate to this area and they are as follows. The answers considered to be most correct, according to the scoring key, are underlined.

Each question is to be prefaced by the statement, "In my marriage I expect:"

- SA A U D SD 1. that is there is a difference of opinion, I will decide where to live.
- SA A U D SD 2. that my wife's opinion will carry as much weight as mine in money matters.
- SA A U D SD 7. to be the 'boss' who says what is to be done and what is not to be done.
- SA A U D SD 8. that my wife will be as well informed as I concerning that family's financial status and business affairs.
- SA A U D SD 20. that I will decide almost all money matters.
- SA A U D SD 21. that my wife and I shall have equal privilege in such things as going out at night.
- SA A U D SD 26. that my wife and I will have equal voice in decisions affecting the family as a whole.
- SA A U D SD 51. my wife to fit her life to mine.
- SA A U D SD 52. that managing and planning for spending money will be a joint proposition between my wife and I.
- SA A U D SD 55. that we will permit the children to share, according to their abilities, with the parents in making family decisions.
- SA A U D SD 61. to make most of the decisions concerning the children such as where they go and what they do.

The data in Table II indicates a negative change of 1.3 percent in the mean score in the control group and a positive change of 7.58

percent in the experimental group.



TABLE II

MEAN SCORES AND PERCENTAGES OF CHANGE BETWEEN PRETEST
AND POST-TEST IN AREA OF AUTHORITY

Question	Control Group			Experimental Group		
	Pre	Post	Change	Pre	Post	Change
1	2.98	3.01	+1.00%	2.90	3.10	+6.89%
2	4.21	4.09	-2.85%	4.25	4.41	+3.76%
7	3.39	3.41	+ .58%	3.35	3.60	+7.46%
8	4.39	4.29	-2.27%	4.45	4.94	+11.01%
20	3.98	3.90	-2.01%	3.80	4.02	+5.78%
21	3.58	3.65	+1.95%	3.55	3.72	+4.78%
26	4.51	4.42	-1.77%	4.45	4.72	+6.06%
51	3.65	3.65	0.00%	3.05	3.16	+3.60%
52	4.48	4.30	-4.01%	4.40	4.90	+11.36%
55	3.92	3.79	-3.31%	3.75	4.12	+9.86%
61	3.19	3.20	+ .31%	3.10	3.48	+12.25%
Area Mean	3.84	3.79	-1.30%	3.73	4.01	+7.58%

Table III

Homemaking is the area of behavior examined in the questions for which statistical data is found in Table III. The eleven questions relating to homemaking are as follows with the most correct response underlined.

Each question is to be prefaced by the statement: "In my marriage I expect:"

- SA A U D SD 3. to help my wife with the housework.
- SA A U D SD 15. that the 'family schedule' such as when the meals will be served, and when the television can be turned on, will be determined by my wishes and working hours.
- SA A U D SD 16. that my wife and I will share responsibility for housework if both of us work outside the home.
- SA A U D SD 17. that keeping the yard, making repairs, and doing outside chores will be the responsibility of whoever has the time and wishes to do them.
- SA A U D SD 23. that since doing things like laundry, cleaning, and child care are 'woman's work,' I will feel no responsibility for them.
- SA A U D SD 24. weekends to be a period of rest for me so I will not be expected to assist with cooking and housekeeping.
- SA A U D SD 25. that if I help with the housework, my wife will help with outside chores such as keeping the yard, painting or repairing the house.
- SA A U D SD 54. that having guests in our home will not prevent my lending a hand with serving meals or keeping the house orderly.
- SA A U D SD 56. to help wash or dry dishes.
- SA A U D SD 62. that it will be exclusively my wife's duty to do the cooking and keeping the house in order.
- SA A U D SD 64. that my wife and I will share household tasks according to individual interests and abilities rather than according to 'women's work' and 'man's work.'

Positive changes in mean scores were made by both control and experimental groups in the area of homemaking. The control group gained less than one percent while the experimental group gained 4.12 percent.

TABLE III

MEAN SCORES AND PERCENTAGES OF CHANGE BETWEEN PRETEST
AND POST-TEST IN THE AREA OF HOME MAKING

Question	Control Group			Experimental Group		
	Pre	Post	Change	Pre	Post	Change
3	3.57	3.58	+ .28%	3.75	3.81	+ 1.60%
15	4.02	4.01	- .24%	4.10	4.13	+ .73%
16	3.12	3.19	+2.24%	3.95	4.09	+ 3.54%
17	3.32	3.34	+ .60%	2.95	3.01	+ 2.03%
23	3.21	3.10	-3.42%	3.90	3.98	+ 2.05%
24	3.56	3.56	0.00%	3.65	3.72	+ 1.91%
25	3.11	3.14	+ .96%	3.45	3.55	+ 2.89%
54	3.79	3.81	+ .52%	3.85	3.99	+ 3.63%
56	3.68	3.69	+ .27%	3.35	3.62	+ 8.05%
62	3.82	3.95	+3.40%	3.10	3.29	+ 6.12%
64	3.94	3.98	+1.01%	4.00	4.51	+11.11%
Area Mean	3.55	3.57	+ .02%	3.64	3.79	+ 4.12%

Table IV

Table IV provides data related to the area of behavior of children. The Inventory requires responses to twelve questions in this area; they are listed below with the most correct answer underlined.

Each question is to be prefaced by the statement: "In my marriage I expect:"

- SA A U D SD 9. to leave the care of the children entirely up to my wife when they are babies.
- SA A U D SD 10. to be as interested in spending time with the girls as with the boys in the family.
- SA A U D SD 22. that my major responsibility to our children will be to make a good living, provide a home and make them mind.
- SA A U D SD 30. that both my wife and I will concern ourselves with the social and emotional development of our children.
- SA A U D SD 34. to manage my time so I can show a genuine interest in what our children do.
- SA A U D SD 50. it will be equally as important for my wife to find time to enjoy our children as to do things like bathing, dressing, and feeding them.
- SA A U D SD 53. to manage my time so that I will be able to share in the care of the children.
- SA A U D SD 58. that staying at home with the children will be my wife's duty rather than mine.
- SA A U D SD 60. to feel equally as responsible for the children after work and on holidays as my wife does.
- SA A U D SD 69. as our children grow up the boys will be more my responsibility while the girls are my wife's.
- SA A U D SD 70. that my wife and I will feel equally responsible for looking after the welfare of our children.
- SA A U D SD 71. that my wife will take full responsibility for care and training of our children so that I can devote my time to my work.

The control and experimental groups recorded positive percentages of change in the area of care of children; the percentage of change in both groups being the sixth greatest change when compared with the other areas of behavior.

TABLE IV

MEAN SCORES AND PERCENTAGES OF CHANGE BETWEEN PRETEST
AND POST-TEST IN THE AREA OF CARE OF CHILDREN

Question	Control Group			Experimental Group		
	Pre	Post	Change	Pre	Post	Change
9	3.91	3.92	+ .25%	3.85	3.98	+ 3.37%
10	4.71	4.76	+1.06%	4.55	4.55	0.00%
22	2.48	2.56	+3.22%	2.25	2.81	+24.88%
30	4.70	4.65	-1.06%	4.65	4.72	+ 1.51%
34	4.43	4.40	- .67%	4.25	4.41	+ 3.76%
50	3.98	4.00	+ .50%	4.15	4.06	- .21%
53	4.39	4.38	- .22%	4.20	4.31	+ 2.61%
58	3.62	3.69	+1.93%	3.45	3.46	+ .28%
60	4.26	4.28	+ .46%	4.20	4.29	+ 2.14%
69	3.79	3.81	+ .52%	3.65	3.81	+ 4.38%
70	4.79	4.81	+ .41%	4.75	4.81	+ 1.26%
71	4.15	4.19	+ .96%	4.05	4.29	+ 5.90%
Area Mean	3.55	3.57	+ .02%	3.64	3.79	+ 4.12%

Table V

Data on the behavioral area of personal characteristics is contained in Table V. Eight questions in the Inventory relate to the area and are listed below with the most correct answer underlined.

Each question is to be prefaced by the statement; "In my marriage I expect:"

- SA A U D SD 13. it will be more important for my wife to be a good cook and housekeeper than for her to be an attractive, interesting companion.
- SA A U D SD 18. if as a husband I am a good worker, respectable and faithful to my family, other personal characteristics are of considerably less importance.
- SA A U D SD 19. that it will be more important that my wife has a good family background than that she has a compatible personality and gets along well with people.
- SA A U D SD 31. it will be just as important that I am congenial, love and enjoy my family as that I earn a good living.
- SA A U D SD 32. that it will be equally important that my wife is affectionate and understanding as that she is thrifty and skillful in housekeeping.
- SA A U D SD 38. that having compatible personalities will be considerably less important to us than such characteristics as being religious, honest, and hard working.
- SA A U D SD 48. that it is my wife's job rather than mine to set a good example and see that the family goes to church.
- SA A U D SD 49. it will be more important that as a husband I am ambitious and a good provider than that I am kind, understanding, and get along well with people.

Positive changes in the mean score were recorded for both the control and experimental groups in the area of personal characteristics; 1.88 percent and second greatest change for the control group and 5.39 percent and fifth greatest change for the experimental group.

TABLE V

MEAN SCORES AND PERCENTAGES OF CHANGE BETWEEN PRETEST
AND POST-TEST IN THE AREA OF PERSONAL CHARACTERISTICS

Question	Control Group			Experimental Group		
	Pre	Post	Change	Pre	Post	Change
13	3.58	3.55	- .83%	3.65	3.90	+6.84%
18	3.71	3.69	- .54%	3.45	3.48	+ .86%
19	3.52	3.59	+1.98%	3.60	3.79	+5.27%
31	4.09	4.18	+2.20%	4.40	4.72	+7.27%
32	4.28	4.35	+1.63%	4.35	4.61	+5.97%
38	3.61	3.70	+2.49%	3.25	3.28	+ .92%
48	3.62	3.79	+4.69%	3.90	3.96	+1.53%
49	3.27	3.41	+4.28%	3.60	3.61	+ .27%
Area Mean	3.71	3.78	+1.88%	3.71	3.91	+5.39%

Table VI

Table VI statistics relate to the area of social participation.

The most correct answer is underlined in the eleven questions of the social participation area following.

Each question is to be prefaced by the statement: "In my marriage I expect:"

- SA A U D SD 33. that it will be my responsibility and privilege to choose where we will go out and what we will do when we go out.
- SA A U D SD 35. that my wife will let me tell her how to vote.
- SA A U D SD 36. that my wife and I will take an active interest together in what is going on in our community.
- SA A U D SD 39. it will be only natural that I will be the one concerned about politics and what is going on in the world.
- SA A U D SD 40. my wife will accept the fact that I will devote most of my time to getting ahead and being a success.
- SA A U D SD 41. that being married should cause little or no change in my social and recreational activities.
- SA A U D SD 42. that my wife will generally prefer talking about something like clothes, places to go, and "women's interests" to talking about complicated international and economic affairs.
- SA A U D SD 43. that my wife's activities outside the home will be largely confined to those associated with the church.
- SA A U D SD 44. my wife to stay at home to care for the children and me instead of using time attending club meetings and entertainment outside the home.
- SA A U D SD 46. that my wife will keep herself informed and active in the work of the community.
- SA A U D SD 47. that since I must earn the living, I can't be expected to take time to "play" with the children.

Table VI shows a negative change of .82 percent in the mean score

of the control group while the experimental group's mean score was positively changed by 7.69 percent, the second largest change of the seven areas of behavior tested.

TABLE VI

MEAN SCORES AND PERCENTAGES OF CHANGE BETWEEN PRETEST
AND POST-TEST IN THE AREA OF SOCIAL PARTICIPATION

Question	Control Group			Experimental Group		
	Pre	Post	Change	Pre	Post	Change
33	3.61	3.58	- .83%	3.55	3.72	+ 4.78%
35	4.38	4.40	- .45%	4.30	4.51	+ 4.88%
36	3.82	3.72	-2.63%	3.55	3.59	+ 1.12%
39	3.89	3.94	+1.21%	4.00	4.21	+ 5.25%
40	2.85	2.90	+1.75%	2.85	3.01	+ 5.61%
41	3.09	3.03	-1.94%	2.90	3.01	+ 3.79%
42	3.21	3.12	-2.80%	3.00	3.51	+17.00%
43	3.90	3.91	+ .25%	3.25	3.51	+ 7.69%
44	3.82	3.82	0.00%	3.40	4.09	+20.29%
46	3.33	3.26	-2.10%	3.25	3.91	+20.30%
47	4.26	4.21	-1.17%	4.55	4.56	+ .21%
Area Mean	3.65	3.62	- .82%	3.51	3.78	+ 7.69%

Table VII

Eleven questions of the Inventory constitute the testing in the area of education. Those questions, with the most correct answer underlined, are listed below.

Each question is to be prefaced by the statement: "In my marriage I expect:"

- SA A U D SD 4. that it would be undesirable for my wife to be better educated than I.
- SA A U D SD 5. that if we marry before going to college, my wife and I will do our best to go on to earn college degrees.
- SA A U D SD 12. that for the most successful family living my wife and I will need more than a high school education.
- SA A U D SD 14. that being married will not keep me from going to college.
- SA A U D SD 27. that after marriage my wife will forget an education and make a home for me.
- SA A U D SD 37. that if my wife can cook, sew, keep house and care for children, any other kind of education for her is unnecessary.
- SA A U D SD 45. that an education is important for my wife whether or not she works outside the home.
- SA A U D SD 59. that an education for me will be as important in making me a more cultured person as in helping me to earn a living.
- SA A U D SD 63. that I will forget about an education after I am married and support my wife.
- SA A U D SD 65. as far as education is concerned, that is unimportant for my wife or me if both of us are ambitious and hard working.
- SA A U D SD 68. that if my wife is not going to work outside the home, there is no reason for getting a college education.

The control and experimental groups both recorded the fourth

greatest positive change of the seven area in the area of education; the control group's change being 1.02 percent and the experimental group's being 6.16 percent.

TABLE VII

MEAN SCORES AND PERCENTAGES OF CHANGE BETWEEN PRETEST
AND POST-TEST IN THE AREA OF EDUCATION

Question	Control Group			Experimental Group		
	Pre	Post	Change	Pre	Post	Change
4	3.86	3.90	+1.00%	3.75	3.95	+ 5.33%
5	3.94	3.94	0.00%	3.70	3.86	+ 4.32%
12	3.78	3.81	+ .79%	3.50	3.49	- .28%
14	3.68	3.60	-2.17%	3.75	3.96	+ 5.60%
27	4.04	4.13	+2.22%	3.90	4.11	+ 5.38%
37	4.09	4.16	+1.71%	4.15	4.49	+ 8.19%
45	4.13	4.20	+1.69%	4.00	4.38	+ 9.50%
59	3.82	3.91	+2.35%	3.90	4.09	+ 4.87%
63	4.00	4.04	+1.00%	3.65	3.92	+ 7.39%
65	3.99	3.99	0.00%	3.30	3.72	+12.72%
68	3.89	3.92	+ .77%	3.50	3.68	+ 5.14%
Area Mean	3.92	3.96	+1.02%	3.73	3.96	+ 6.16%

Table VIII

The seventh area of interest in the Inventory is employment and support and this area contains seven questions listed below, with the most correct answer underlined.

Each question is to be prefaced by the statement: "In my marriage I expect:"

- SA A U D SD 6. my wife to combine motherhood and a career if that proves possible.
- SA A U D SD 11. that if my wife prefers a career to having children we will have the right to make that choice.
- SA A U D SD 28. that my wife will love and respect me regardless of the kind of work I do.
- SA A U D SD 29. my wife to work outside the home if she enjoys working more than staying home.
- SA A U D SD 57. entire responsibility for earning the family living..
- SA A U D SD 66. to earn a good living if I expect love and respect from my family.
- SA A U D SD 67. whether or not my wife works will depend upon what we as a couple think is best for our happiness.

Both control and experimental groups recorded the greatest degree of change in this area of the Inventory. The control group's mean score changed 3.38 percent positively and the experimental group's mean score changed 11.25 percent positively.

TABLE VIII

MEAN SCORES AND PERCENTAGES OF CHANGE BETWEEN PRETEST
AND POST-TEST IN THE AREA OF EMPLOYMENT AND SUPPORT

Question	Control Group			Experimental Group		
	Pre	Post	Change	Pre	Post	Change
6	3.78	3.96	+4.76%	3.65	4.01	+ 9.86%
11	3.50	3.62	+3.42%	3.30	3.96	+20.00%
28	4.21	4.23	+ .71%	4.30	4.86	+13.02%
29	3.80	3.89	+2.36%	3.80	4.11	+ 8.15%
57	2.86	3.01	+5.24%	2.55	2.88	+12.94%
66	2.71	2.92	+7.74%	2.30	2.96	+28.69%
67	3.96	3.99	+ .75%	4.00	4.26	+ 6.50%
Area Mean	3.54	3.66	+3.38%	3.41	3.86	+11.25%

Tables IX through XII present data concerning the percentage of change in the mean scores of the control and experimental groups divided into two groups each, one group of those persons who had completed less than a high school education and the second group composed of those who had a high school education and college level study. Each table presents the mean score data by area of behavior tested.

Tables IX and X

Tables IX and X record the mean scores and percentages of change within the two educational groups of the control group. Four negative changes and three positive changes are shown in the group with less than a high school education while five positive and two negative changes are indicated for the group with at least a high school education. In the less than a high school education group there were five persons with a mean educational level of 10.2 years. In the second group, consisting of fifteen persons, the mean educational level was 12.8 years.

TABLE IX

MEAN SCORES AND PERCENTAGES OF CHANGE BETWEEN PRETEST AND POST-TEST
IN CONTROL GROUP, LESS THAN HIGH SCHOOL EDUCATION

Area of Behavior	Pretest	Post-test	Change
Authority	3.801	3.755	-1.20%
Homemaking	3.749	3.789	+1.00%
Care of Children	4.281	4.296	+ .35%
Personal Characteristics	3.500	3.486	- .40%
Social Participation	3.844	3.821	- .59%
Education	3.676	3.686	+ .27%
Employment and Support	3.806	3.800	- .15%

TABLE X

MEAN SCORES AND PERCENTAGES OF CHANGE BETWEEN PRETEST AND POST-TEST
IN CONTROL GROUP, HIGH SCHOOL OR MORE EDUCATION

Area of Behavior	Pretest	Post-test	Change
Authority	3.964	3.902	-1.50%
Homemaking	3.782	3.764	- .47%
Care of Children	4.006	4.126	+2.90%
Personal Characteristics	3.558	3.666	+3.00%
Social Participation	3.601	3.619	+ .49%
Education	4.288	4.290	+ .04%
Employment and Support	3.419	3.460	+1.10%

Tables XI and XII

Mean scores and percentages of mean score change from pretest to Post-test of the two educational level groups of the experimental group are shown in Tables XI and XII. The data is presented by the seven areas of behavior tested.

TABLE XI

MEAN SCORES AND PERCENTAGES OF CHANGE BETWEEN PRETEST AND POST-TEST
IN EXPERIMENTAL GROUP, LESS THAN HIGH SCHOOL EDUCATION

Area of Behavior	Pretest	Post-Test	Change
Authority	3.756	3.946	+5.00%
Homemaking	3.626	3.812	+5.10%
Care of Children	4.101	4.318	+5.20%
Personal Characteristics	3.944	3.990	+1.10%
Social Participation	3.535	3.718	+5.10%
Education	3.585	3.698	+3.10%
Employment and Support	3.571	3.743	+4.80%

TABLE XII

MEAN SCORES AND PERCENTAGES OF CHANGE BETWEEN PRETEST AND POST-TEST
IN EXPERIMENTAL GROUP, HIGH SCHOOL OR MORE EDUCATION

Area of Behavior	Pretest	Post-Test	Change
Authority	3.694	4.142	+12.10%
Homemaking	3.653	3.896	+ 6.59%
Care of Children	3.916	4.168	+ 6.44%
Personal Characteristics	3.636	3.801	+ 4.48%
Social Participation	3.488	4.182	+19.81%
Education	3.856	4.249	+10.07%
Employment and Support	3.285	3.899	+18.64%

Data in Table I indicates there was little change in the mean score of the control group between pretest and post-test. This is to be expected and would indicate the pretest did not serve as a learning experience to alter the responses of the group on the post-test. It is significant that the range of scores did not change to any great extent as indicated by the .212 change in standard deviation from the pretest to the post-test. A comparison of the correlation coefficients of the two tests reflects a change of .03 which indicates that those who scored higher on the pretest generally scored about the same on the post-test.

Table I shows a 6.83 percent positive change in the mean score of the experimental group from the pretest to the post-test. This change is significant in terms of indicating value of counseling in the experimental group. The positive change of 1.406 in the standard deviation for the experimental group indicates a greater range of scores on the post-test than the pretest. The correlation coefficients of .18 shows a greater positive correlation coefficient change in the experimental group than in the control group.

Table II through Table VIII, representing the percentage of change in the mean score from pretest to post-test in the seven behavioral areas tested, shows the area of greatest change for the control group to be in the area of employment and support, where a positive change of 3.38 percent was made. The greatest negative change in the control group was in the area of social participation, where a change of .82 percent was made.

The experimental group's mean score showed a positive change in

all seven behavioral areas tested. The most significant changes were in the areas of employment and support and social participation. The areas of least change were care of children and personal characteristics which would seem to indicate that the counseling program had less effect on attitude toward raising of children and personal characteristics desired in a marriage partner by members of this group.

The behavioral areas of education and authority were the areas in which the percentage of change most closely approximated the percentage of change of the experimental group as a whole. These two area percentages were within .75 percent of that recorded for the whole Inventory.

Table IX and Table X represent the breakdown of the control group into two separate groups based on the educational level of the participants. Little correlation can be seen between the level of education and any change in the mean score of the two groups.

Table XI and Table XII show the experimental group divided into the two groups based on educational level and the percentage of change in mean score between pretest and post-test. While both groups achieved positive changes in all seven behavioral areas, the group with at least a high school education achieved a significantly higher percentage of change than the group with less than a high school education. The percentage of change for the less educated group ranged from 1.1 percent to 5.1 percent while the range of change for the group with at least a high school education was from 4.5 percent to 19.8 percent. These figures would appear to support the hypothesis that those participants with more education would be more receptive to change in their marriage role

expectations.

The value of a marriage role expectation inventory cannot be conclusively determined from this study wherein only one of the prospective was involved. Ideally, the Inventory should be used in a situation where both prospective marriage partners could complete it and the results could be compared.

Finding of this chapter indicate a positive correlation between premarital counseling and marriage role expectations. There is definite evidence that the receptiveness of the single soldier to change in his marriage role expectations is in ratio to his level of educational achievement, with more education making the person more receptive to change. The marriage role expectation inventory is of lesser value in premarital counseling when the counselor is working with only one of the prospective marriage partners.

The researcher concedes the possibility of the experimenter bias effect being operative in the research study. The variable of premarital counseling, the one variable manipulated by the researcher, focused on the seven areas of behavior tested by the Inventory. However, these are also the areas listed in literature and in case histories as the ones in which most marital discord occurs. The "self-fulfilling prophecy" could have been operative in spite of the researcher's attempts to avoid such contamination of the study.²⁶

²⁶ Stephen Isaac, Handbook in Research and Evaluation (San Diego: Robert R. Knapp, 1971), p. 58.

CHAPTER V

SUMMARY, CONCLUSION, RECOMMENDATIONS

Summary

The purpose of this study was to determine the impact of a program of premarital counseling on marriage role expectations of single soldiers, age eighteen through twenty-one. This study was undertaken as the result of interest of the researcher in attempting to find positive means of contributing to the stabilization of the marriage relationship in today's society and particularly in the military community.

The literature in the field indicates that those couples who marry while one or both partners are less than twenty-one years of age have not achieved sufficient emotional maturity necessary to make a success of the marriage relationship. Premarital counseling programs can contribute to a development of emotional maturity which will provide greater opportunity for a couple to have a successful and lasting marriage.

The study was conducted as an experimental research model, with random selection of participants and randomization to control and experimental groups. A pretest, using a marriage role expectation inventory, was administered to both groups. The experimental group was involved in a four week counseling program based on the seven areas of behavior tested in the Inventory. A post-test was administered to both groups upon completion of the counseling program, and the results were interpreted in view of the changes experiences in the marriage role expectations.

Conclusions

The hypothesis that "premarital counseling will have significant impact on the marriage role expectations of single soldiers, ages eighteen to twenty-one" has been partially validated. Positive changes were recorded in all areas of behavior tested but the achieved changes were not great enough to be considered significant by the researcher.

The hypothesis that "the receptiveness of the single soldier to change in his marriage role expectations will be in ratio to his educational background, with more education making the person more open to change" is a valid hypothesis based on the greater percentage of change achieved by the participants in this study having a higher level of educational achievements.

The hypothesis that "a marriage role expectation inventory is an effective tool in premarital counseling, providing the counselor and prospective marriage partners insight into areas of potential marital discord" is valid when based on participation of only one of the prospective marriage partners. However, the Inventory could be used more comprehensively and with more validity when utilized in conjunction with both prospective marriage partners.

Recommendations

It is recommended that additional research be conducted in the effect of premarital counseling on marriage role expectations involving both prospective marriage partners in the research. It is further recommended that such a study involve participants with whom contact

could be maintained over a period of several years to determine the lasting value of premarital counseling programs.

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APPENDIX

APPENDIX A

57

DEPARTMENT OF THE ARMY
HEADQUARTERS, 1st SQUADRON 1st CAVALRY
APO 09142

AETSKXE-CH

12 April 1994

Subject: Pre-marital Counseling Research Project

Commander
1st Squadron 1st Cavalry
APO 09142

1. I am interested in undertaking a research project within your command concerning the impact of premarital counseling on marriage role expectations of single soldiers, ages eighteen through twenty-one. This research is in conjunction with requirements for completion of a Master's Seminar paper for the University of Southern California.
2. The results of this study would hopefully provide information which could be valuable for use in stabilizing family life among military personnel, particularly younger families.
3. This research would involve a maximum of ten personnel for a period of two and one-half hours and ten personnel for a period of ten hours extended over a four week time frame. Personnel involved would be randomly selected from submitted troop rosters.
4. Attached is an outline of the proposed research project and the survey questionnaire which will be used.
5. Request approval of this project and your support in disseminating information concerning personnel selected for the project to your subordinate commanders.
6. Your cooperation and support in this project is appreciated.

BERNARD H. LIEWING, JR.
Chaplain (CPT), USA
Squadron Chaplain

AETSKXE (12 Apr 74) 1st Ind
SUBJECT: Pre-Marital Counseling Research Project

DA, Headquarters 1st Squadron 1st Cavalry, APO 09142 16 Apr 74

TO: Chaplain (CPT) Bernard H. Lieving, Jr., HHT, 1st Squadron 1st Cavalry.
APO 09142

1. Approval is hereby granted for you to conduct a research project concerning the effect of premarital counseling on marriage role expectations within the 1st Squadron 1st Cavalry.
2. Subordinate unit commanders have been notified of this approval and will be prepared to cooperate with your project. Recommend you contact those commanders individually to coordinate your efforts.

WALTER E. NADER
LTC Armor
Commanding

File No.

FORM M

MARRIAGE ROLE EXPECTATION INVENTORY

by

Marie S. Dunn

Please supply the information requested below:

Age Sex (check one) ☐ Male ☐ Female
 Marital Status (check one) ☐ Single ☐ Married ☐ Separated ☐ Divorced
 Education (circle highest grade completed) High School 1 2 3 4 College 1 2 3 4
 How many brothers and/or sisters do you have?

Type of community in which childhood was spent

☐ Country ☐ Small town ☐ Small city ☐ Suburban ☐ Large city

Childhood religious training

☐ Catholic ☐ Protestant ☐ Jewish ☐ None ☐ Other

INSTRUCTIONS

To help you prepare for marriage and family life your counselor or teacher needs to know what you expect of marriage. And, for a better understanding of yourself and your present or future courtship partner you should know what to expect of each other in marriage.

If you are planning to be married this MARRIAGE ROLE EXPECTATION INVENTORY will help you and your fiancé(e) reveal yourselves to each other against a background of marriage expectations that are important to your happiness and success as man and wife.

If you are married the inventory will help you achieve a better understanding of yourself and your marriage partner.

On the pages that follow you will find brief statements of marriage expectations for husbands and wives. As you read these statements think about what you expect from *your own* marriage and indicate your opinion of each statement in *one* of the following ways:

1. If you *strongly agree* with a statement draw a circle around the letters SA.
2. If you *agree* with a statement draw a circle around the letter A.
3. When you are *undecided* as to your opinion of a statement put a circle around U.
4. If you *disagree* with a statement draw a circle around the letter D.
5. If you *strongly disagree* with the statement draw a circle around the letters SD.

As you read begin each statement with the phrase, "In my marriage I expect . . ."

The Marriage Role Expectation Inventory is not a test. The only right and helpful answers will be those in which you *truly* show what you expect of *your own* marriage.

DO NOT CONSULT WITH YOUR COURTSHIP PARTNER, FIANCE(E) OR MARRIAGE PARTNER WHILE COMPLETING THIS INVENTORY.

Please Answer Every Question

Key for marking items below. SA = Strongly Agree; A = Agree; U = Undecided;
D = Disagree; SD = Strongly Disagree

IN MY MARRIAGE I EXPECT:

- | | |
|-------------|--|
| SA A U D SD | 1. that if there is a difference of opinion, I will decide where to live. |
| SA A U D SD | 2. that my wife's opinion will carry as much weight as mine in money matters. |
| SA A U D SD | 3. to help my wife with the housework. |
| SA A U D SD | 4. that it would be undesirable for my wife to be better educated than I. |
| SA A U D SD | 5. that if we marry before going to college, my wife and I will do our best to go on to earn college degrees. |
| SA A U D SD | 6. my wife to combine motherhood and a career if that proves possible. |
| SA A U D SD | 7. to be the "boss" who says what is to be done and what is not to be done. |
| SA A U D SD | 8. that my wife will be as well informed as I concerning the family's financial status and business affairs. |
| SA A U D SD | 9. to leave the care of the children entirely up to my wife when they are babies. |
| SA A U D SD | 10. to be as interested in spending time with the girls as with the boys in our family. |
| SA A U D SD | 11. that if my wife prefers a career to having children we will have the right to make that choice. |
| SA A U D SD | 12. that for the most successful family living my wife and I will need more than a high school education. |
| SA A U D SD | 13. it will be more important for my wife to be a good cook and housekeeper than for her to be an attractive, interesting companion. |
| SA A U D SD | 14. that being married will not keep me from going to college. |
| SA A U D SD | 15. that the "family schedule" such as when the meals will be served, and when television can be turned on, will be determined by my wishes and working hours. |
| SA A U D SD | 16. that my wife and I will share responsibility for housework if both of us work outside the home. |
| SA A U D SD | 17. that keeping the yard, making repairs, and doing outside chores will be the responsibility of whoever has the time and wishes to do them. |
| SA A U D SD | 18. if as a husband I am a good worker, respectable and faithful to my family, other personal characteristics are of considerably less importance. |
| SA A U D SD | 19. that it will be more important that my wife has a good family background than that she has a compatible personality and gets along well with people. |
| SA A U D SD | 20. that I will decide almost all money matters. |
| SA A U D SD | 21. that my wife and I shall have equal privileges in such things as going out at night. |
| SA A U D SD | 22. that my major responsibility to our children will be to make a good living, provide a home, and make them mind. |
| SA A U D SD | 23. that since doing things like laundry, cleaning, and child care are "woman's work," I will feel no responsibility for them. |
| SA A U D SD | 24. week-ends to be a period of rest for me, so I will not be expected to assist with cooking and housekeeping. |
| SA A U D SD | 25. that if I help with the housework, my wife will help with outside chores such as keeping the yard, painting or repairing the house. |
| SA A U D SD | 26. that my wife and I will have equal voice in decisions affecting the family as a whole. |
| SA A U D SD | 27. that after marriage my wife will forget an education and make a home for me. |
| SA A U D SD | 28. that my wife will love and respect me regardless of the kind of work that I do. |

- SA A U D SD 29. my wife to work outside the home if she enjoys working more than staying at home.
- SA A U D SD 30. that both my wife and I will concern ourselves with the social and emotional development of our children.
- SA A U D SD 31. it will be just as important that I am congenial, love and enjoy my family as that I earn a good living.
- SA A U D SD 32. that it will be equally important that my wife is affectionate and understanding as that she is thrifty and skillful in housekeeping.
- SA A U D SD 33. that it will be my responsibility and privilege to choose where we will go and what we will do when we go out.
- SA A U D SD 34. to manage my time so I can show a genuine interest in what our children do.
- SA A U D SD 35. that my wife will let me tell her how to vote.
- SA A U D SD 36. that my wife and I will take an active interest together in what's going on in our community.
- SA A U D SD 37. that if my wife can cook, sew, keep house, and care for children, any other kind of education for her is unnecessary.
- SA A U D SD 38. that having compatible personalities will be considerably less important to us than such characteristics as being religious, honest, and hard working.
- SA A U D SD 39. it will be only natural that I will be the one concerned about politics and what is going on in the world.
- SA A U D SD 40. my wife to accept the fact that I will devote most of my time to getting ahead and becoming a success.
- SA A U D SD 41. that being married should cause little or no change in my social or recreational activities.
- SA A U D SD 42. that my wife will generally prefer talking about something like clothes, places to go, and "women's interests" to talking about complicated international and economic affairs.
- SA A U D SD 43. that my wife's activities outside the home will be largely confined to those associated with the church.
- SA A U D SD 44. my wife to stay at home to care for the children and me instead of using time attending club meetings and entertainment outside the home.
- SA A U D SD 45. that an education is important for my wife whether or not she works outside the home.
- SA A U D SD 46. that my wife will keep herself informed and active in the work of the community.
- SA A U D SD 47. that since I must earn the living, I can't be expected to take time to "play" with the children.
- SA A U D SD 48. that it is my wife's job rather than mine to set a good example and see that the family goes to church.
- SA A U D SD 49. it will be more important that as a husband I am ambitious and a good provider than that I am kind, understanding, and get along well with people.
- SA A U D SD 50. it will be equally as important for my wife to find time to enjoy our children as to do things like bathing, dressing, and feeding them.
- SA A U D SD 51. my wife to fit her life to mine.
- SA A U D SD 52. that managing and planning for spending money will be a joint proposition between my wife and me.
- SA A U D SD 53. to manage my time so that I will be able to share in the care of the children.
- SA A U D SD 54. that having guests in our home will not prevent my lending a hand with serving meals or keeping the house orderly.
- SA A U D SD 55. that we will permit the children to share, according to their abilities, with the parents in making family decisions.

- SA A U D SD 56. to help wash or dry dishes.
- SA A U D SD 57. entire responsibility for earning the family living.
- SA A U D SD 58. that staying at home with the children will be my wife's duty rather than mine.
- SA A U D SD 59. that an education for me will be as important in making me a more cultured person as in helping me to earn a living.
- SA A U D SD 60. to feel equally as responsible for the children after work and on holidays as my wife does.
- SA A U D SD 61. to make most of the decisions concerning the children such as where they will go and what they may do.
- SA A U D SD 62. that it will be exclusively my wife's duty to do the cooking and keeping the house in order.
- SA A U D SD 63. that I will forget about an education after I am married and support my wife.
- SA A U D SD 64. that my wife and I will share household tasks according to individual interests and abilities rather than according to "woman's work" and "man's work."
- SA A U D SD 65. as far as education is concerned, that is unimportant for my wife or me if both of us are ambitious and hard working.
- SA A U D SD 66. to earn a good living if I expect love and respect from my family.
- SA A U D SD 67. whether or not my wife works will depend upon what we as a couple think is best for our own happiness.
- SA A U D SD 68. that if my wife is not going to work outside the home, there is no reason for getting a college education.
- SA A U D SD 69. as our children grow up the boys will be more my responsibility while the girls are my wife's.
- SA A U D SD 70. that my wife and I will feel equally responsible for looking after the welfare of our children.
- SA A U D SD 71. that my wife will take full responsibility for care and training of our children so that I can devote my time to my work.

SUMMATION OF SCORES

a.....(11) e.....(11)

h.....(11) es.....(7)

c.....(12) SCORE.....

p.....(8) U—(total)

s.....(11) t—(total) SA or SD..... O—OR.....

18 April 1974

Dear Participant:

You have been selected to participate in a research project concerning the impact of premarital counseling on marriage role expectations. This study is being undertaken by the undersigned as partial fulfillment of the requirements for a Master's Degree from the University of Southern California.

The attached Marriage Role Expectation Inventory is not a test with "right" and "wrong" answers but is an indicator of attitudes held about various aspects of married life.

Instructions concerning the completion of the questionnaire will be given by the instructor and you are asked to please follow his directions.

Your cooperation in this study is appreciated.

Yours truly,

BERNARD H. LIEVING, JR.

LESSON PLAN--SESSION I

I. Introduction of counseling program.

- A. Length of time: four two-hour weekly sessions.
- B. Subjects: personal characteristics, authority, homemaking, social participation, care of children, education, employment and support.
- C. Method: Group discussion and role-playing.

II. Personal characteristics

- A. Description by various group members of personality type desired in wife.
- B. Discussion of importance of compatible personalities.
- C. Discussion of personality as one sees himself and as seen by others.
 - 1. Group divided into five sections.
 - 2. Gaging (picture drawing of animals) for each person to see how others see him and compare with one's self-image.

III. Authority

- A. Structured role-playing.
 - 1. Family situation in which decision must be made whether husband will re-enlist in the Army. Participants: husband, wife, two children, ages 13 and 8.
 - 2. Young, recently married couple in Germany. Husband in the Army and decision must be made whether to move into government quarters or remain in economy housing.
- B. Discussion of decision making process in family.
- C. Impact of women's liberation movement on wife's role in the marriage relationship.

LESSON PLAN - SESSION II

- I. Introduction to session, subjects to be discussed: homemaking and social participation.
- II. Discussion of attitudes toward homemaking.
 - A. "Woman's" work versus "man's" work.
 - B. Differences in practical situations with wife working outside the home.
 - C. Role reversal role-playing, structured. Wife desiring husband's assistance with housework when he wants to wash the car.
- III. Discussion of social participation.
 - A. Meaning of emancipation of women in today's society and impact on traditional-patriarchal concept of marriage.
 - B. Unstructured role-playing on some aspect of the conflict between women's liberation attitude and traditional concepts of marriage.
 - C. Communication as a means of resolving conflict.

LESSON PLAN - SESSION III

- I. Introduction to session, subjects to be discussed: care of children, education.
- II. Care of children.
 - A. Discussion of number of children desired, how long after marriage before children are born, age span between children if more than one desired.
 - B. Necessity of change from husband-wife roles to father-mother roles and possible impact on marital relationships.
 - C. Discussion and acceptance of children as "little people," as individuals.
- III. Education
 - A. Discussion of education plans of each individual with small group discussion.
 - B. Requirements for higher education in today's society.
 - C. Relative importance of wife's education even though she does not work outside the home.

LESSON PLAN - SESSION IV

- I. Introduction to session, subject for discussion; employment and support.
- II. Discussion of material needs in marriage and proposals for providing fulfillment of needs.
 - A. Man's chosen vocation.
 - 1. Present development.
 - 2. Future expectations.
 - B. Psychological implications of wife's working outside home.
- III. Financial attitudes and life goals.
 - A. Basis for deciding between essential and nonessential items.
 - B. Importance of mutuality in financial decision making.
- IV. Summary and conclusion of counseling and discussion sessions.

SCORING KEY For Forms F and M

Marriage Role Expectation Inventory

By Marie S. Dunn

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- | | |
|-------------|-------------|
| 71. e-D-SD | 1. a-D-SD |
| 70. c-SA-A | 2. a-SA-A |
| 69. c-D-SD | 3. h-SA-A |
| 68. e-D-SD | 4. e-D-SD |
| 67. es-SA-A | 5. e-SA-A |
| 66. es-D-SD | 6. es-SA-A |
| 65. e-D-SD | 7. a-D-SD |
| 64. h-SA-A | 8. a-SA-A |
| 63. c-D-SD | 9. c-D-SD |
| 62. h-D-SD | 10. c-SA-A |
| 61. a-D-SD | 11. es-SA-A |
| 60. c-SA-A | 12. e-SA-A |
| 59. e-SA-A | 13. p-D-SD |
| 58. c-SA-A | 14. e-SA-A |
| 57. es-D-SD | 15. h-D-SD |
| 56. h-SA-A | 16. h-SA-A |
| | 17. h-SA-A |
| | 18. p-D-SD |
| | 19. p-D-SD |
| | 20. a-D-SD |
| | 21. a-SA-A |
| | 22. c-D-SD |
| | 23. h-D-SD |
| | 24. h-D-SD |
| | 25. h-SA-A |
| | 26. a-SA-A |
| | 27. e-D-SD |
| | 28. es-SA-A |

For scoring the inventory, selected answers Strongly Agree OR Agree to equitarian items and Disagree OR Strongly Disagree to traditional items that have been chosen as "Correct" responses. See Teacher's and Counselor's Guide for explanation and directions.

TURN KEY
OVER TO
SCORE
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